

## **Economies of Development CGS 3516F 550 | Fall 2022**

**Instructor Name:** Dr. Matthew McBurney

**E-mail address:** mmcburn2@uwo.ca

**Scheduled class times:** Monday 9:30am – 12:20pm

**Classroom:** W103

**Office Hours:** Mondays after class or by appointment on Zoom

**Prerequisites:** 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

### **COURSE DESCRIPTION**

This course critically examines tools for assessing development, such as development indicators and indices (GNP/GDP, Human Development/Poverty Indices, Physical Quality of Life Index, Gender Empowerment Measure), community-based indicators, and explanations of economic development in micro and macro contexts. A critical perspective will be used to analyze the validity and usefulness of these tools.

### **COURSE LEARNING OBJECTIVES**

On completing this course students will:

- Demonstrate analytical knowledge of various economic strains of thought and the evolution of these thoughts in relation to development.
- Critically assess and engage with organizational policy literature on global development.
- Demonstrate familiarity with existing tools and measures for assessing development.
- An ability to present and evaluate some of the key authors in the field of development economics.
- Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

### **DESCRIPTION OF CLASS METHODS**

Classes will consist of various learning methods. Students are required to engage with the readings and with each other.

During lectures and classroom learning methods, students are expected to be respectful and to not distract fellow students or the instructor. If you would like to send text messages, browse irrelevant websites, or talk without contributing to class discussion, please do so elsewhere. Recording of lectures is not prohibited without academic accommodation permission. Also, photographs of lecture slides are not permitted.

Students who attend lectures are expected to participate in discussions and activities. To ensure constructive and lively discussions, students are expected to complete all assigned readings before class and to come prepared to discuss and respond to questions, as well as to come prepared to present their own work and assignments. Due to the unique nature of the course material and assignments, it may be difficult for some students to understand the material and

assignments and, as a result, pass the course if lectures and workshops are missed. Time will be dedicated to the assignments during workshops, and lectures will provide opportunities to understand the course materials in detail. I am available to answer any questions during office hours, which will be by appointment in person or on Zoom.

**REQUIRED RESOURCES**

Thirlwall, A.P. and Penelope Pacheco-Lopez. 2017. *Economics of Development* 10<sup>th</sup> Edition. London: Palgrave.

You must choose **ONE** of the following books for your development economist assignment (details below)

Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. 1st ed. New York: PublicAffairs.

Easterly, William. 2007. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Books.

Max-Neef, Manfred. 1992. *From the Outside Looking in: Experiences in 'Barefoot Economics'*. Zed Books.

Sachs, Jeffrey. 2005. *The End of Poverty: How We Can Make It Happen in Our Lifetime*. New York: Penguin Books.

Sen, Amartya. 1999. *Development as Freedom*. 1st. ed. New York: Knopf.

**All of the other weekly readings found below can be accessed through the Huron Library system for free.**

**EVALUATION**

*Forum Participation 20%*

Considering the fact that this is an upper year course, emphasis will be placed on student participation and interaction in forums. The forums are another place to interact as a group outside of the classroom. In total, there will be 10 required forum posts, beginning with an introductory post in Unit/Week 1. Questions will be posed in the other forums and students are asked to answer the question(s) by engaging with the course material and readings. In order to receive full marks, students must respond to another student’s post (with Week 1 being the exception). Forum posts must meet the following requirements:

1. Be 200-300 words in length
2. Engage with the question through the course material/readings, citing where necessary
3. Respond to 1 other post from another student.

Forums are due the following dates, but forums will be open from the first day of class. The last day to post to any forum is the date listed below, at which point the forum will be closed and no submission will be accepted beyond the due date.

Forum	Topic	Due Date
1	Introduction – Provide a brief introduction of yourself, your department/field of study, your reasons for taking the course, and what you hope to learn. You do not need to respond to someone else’s post this week.	Sunday, Sep 18

2	Defining Development – Choose one of the ways in which development economics has historically defined development. Explain why this definition is pros and cons of defining development in this way.	Sunday, Oct 2
3	Measuring Poverty – Discuss the weekly readings on poverty. Explain some of the ways in which poverty is measured in development. What do these poverty measures tell us? What do these measurements not tell us? What is problematic about the ways in which poverty has historically been measured?	Sunday, Oct 23
4	Classical Theoretical Perspectives	Friday, Oct 28
5	Contemporary Theoretical Perspectives	Sunday, Nov 13
6	Pick 1 of the “Issues in Economic Development” week and discuss it in further detail. Use the class readings to answer the following questions: <ul style="list-style-type: none"> <li>• Why do you think this is a pressing issue in development economics?</li> <li>• How has development economics historically addressed the issue and what can be improved?</li> </ul>	Sunday, Dec 4
7	Pick one of the readings from the Critical Perspectives week. Discuss AT LEAST one critique of the reading that is particularly compelling. Answer the following question: <ul style="list-style-type: none"> <li>• Explain why do you think this author’s critique is or is not valid?</li> </ul>	Thursday, Dec 8

***Critical Reading of Development Economist (Suggested due date Friday, Oct 28) 30%***

You are required to choose a contemporary development economist from the list below and write about their work. You will be graded on your ability to engage critically with the work of your chosen development economist. Focus on how their work has influenced development economics, what alternatives do they propose, how is their thinking different from other development economists (engage with other writings). Think about how their work has helped you understand development from the standpoint of economics.

This is not a research paper and, as such, does not require a thesis statement, but you will be graded on format and grammar, much like an essay, and your level of critical analysis and engagement with the economist’s work (and other economist’s work) will affect your grade. Your paper must be between 1800 - 2000 words in length. You are allowed to use any citation format, but please use the format correctly and consistently.

Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. 1st ed. New York: PublicAffairs.

Easterly, William. 2007. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Books.

Max-Neef, Manfred. 1992. *From the Outside Looking in: Experiences in 'Barefoot Economics'*. Zed Books.



Sachs, Jeffrey. 2005. *The End of Poverty: How We Can Make It Happen in Our Lifetime*. New York: Penguin Books.

Sen, Amartya. 1999. *Development as Freedom*. 1st. ed. New York: Knopf.

**You will notice that this assignment has a “suggested due date” of October 28, which is reflected on the Owl due date for this assignment. This is my suggestion to students in order to maintain a good schedule and not become overloaded at the end of the semester. Students can hand in their paper before or after the suggested due date. Papers handed in by this date will receive feedback and will be graded within the normal 2 week turnaround. However, students can choose to hand in this assignment any time before the last day of class on Monday, December 5 (11:55pm). Students that choose to hand in the paper after the suggested due date will not receive a penalty, but the assignment will have very little feedback and will be graded at some point before final grades are due (with no guaranteed turnaround).**

***Sustainable Development Goal Project Proposal (Due Friday, Oct 14 11:55pm) 10%***

This project can be done individually or in a group. If you decide to work in a group, please email me with the first and last names of all group members. The proposal will be a maximum 2 page proposal (not including bibliography) for the final SDG project. The proposal must include a brief description of and justification for the chosen SDG, a brief outline of the final essay, including a description/outline of the critical analysis of the SDG and its measurements, and an annotated bibliography with a minimum of 5 peer-reviewed, scholarly sources.

***Sustainable Development Goal Project (Due Friday, Dec 2 11:55pm) 40%***

Students will be asked to elaborate a critical analysis of one of the SDGs as it relates to a specific country and/or region. More specifically, students are asked to engage critically with the course material and apply what they have learned throughout the course to analyze the way(s) in which the SDG is being measured on a global or local scale. This assignment is an extension of the previous proposal and can be done in a group. This analysis must take into account readings discussed during the course and show the ability to engage critically with development definitions, measurements, and policies, as well as the tools used to measure them. Students must critically analyze the chosen SDG by engaging with the ways in which the SDG is being measured. Students are encouraged to use real-world examples, such as countries/regions, to support their argument(s). For example, students can analyze various development policies and projects in a specific country or countries and the ability of these policies and projects to achieve the chosen SDG. The assignment must be between 2,000-2,500 words and must use a minimum of 10 scholarly, peer-reviewed sources. The format of the project is an essay and will be graded using the grading scheme below. The assignment must contain a thesis that presents the central argument(s) of the paper/analysis.



Grade	Research	Argument (Intro/Conclusion)	Analysis (Body of Paper)	Clarity	Format
<b>A</b>	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only.</p> <p>research is solidly within the parameters of the analysis and thesis argument</p>	<p>an innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</p>	<p>based on excellent research and an original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is artfully woven throughout the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is well contextualized and serves to propel the argument towards a satisfying conclusion</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated without using jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>TimesRoman 12pt, double spaced, 1-inch margins, page numbers</p> <p>a cover page provides pertinent information</p> <p>the bibliography follows a recognized scholarly style</p> <p>citations are thorough and well documented throughout the paper</p>
<b>B</b>	<p>a reasonable amount of independent, scholarly research was undertaken sources are mainly from peer-reviewed publications research is sound but predictable</p>	<p>an interesting but predictable thesis is clearly stated at the beginning of the paper</p> <p>the thesis tends toward more description than argument, leading to a weak conclusion</p> <p>the methodology is there but isn't clearly laid out, or is laid out but not followed</p>	<p>the analysis is good but there are some significant weaknesses or lapses the paper occasionally drifts off-topic or into territory that isn't adequately supported by the research</p> <p>the research questions are interesting but potentially unrealistic in terms of the</p>	<p>the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors</p> <p>language is clear but lacks scholarly depth there are some lapses in definition and explication of terms</p> <p>segue between points in</p>	<p>the paper basically follows the technical requirements, with a few minor exceptions</p> <p>citations are solid but not thorough, with some noticeable omissions</p>

		through on an expert level	type and/or level of research undertaken	the analysis are weak	
<b>C</b>	the minimum amount of independent, scholarly research was undertaken sources also rely on non-scholarly publications research is weak and unoriginal	the thesis is fundamentally descriptive or dependent on a value judgment (good/bad, right/wrong) the method is vague or poorly laid out the argument fails to reach a satisfying conclusion, with the paper simply petering out	analysis is uninteresting or uninspired, tending toward description research questions are poorly laid out and inadequately explored the research does not adequately support the analysis	there are significant but not quite major problems in grammar and spelling language is unclear and/or shallow terms are not well defined and analysis leaps erratically from point to point	there are some significant problems with the technical requirements of the paper that affect the strength of its analysis citations are weak and/or the bibliography is incomplete
<b>D</b>	less than the minimum amount of independent, scholarly research was undertaken sources depend heavily on non-scholarly publications research is weak and unoriginal, but also fails to adequately support the argument	there is no easily identifiable thesis and/or little in the way of method there is no conclusion because no argument was established early on	research questions are not identified at the outset there is little interaction between research and analysis what is supposed to pass as analysis is little more than description	major problems with grammar and spelling language is murky, confused and difficult to follow there is a paucity of definitions or context for analysis	there are major problems with the technical requirements of the paper that affect the strength of the analysis there are next to no citations and/or no bibliography or it does not follow a scholarly style
<b>F</b>	little to no research undertaken, scholarly or not little evidence of scholarly research in the paper	there is no thesis and/or no method the conclusion is deeply flawed or outright non-existent	analysis is nearly non-existent, weak, minimal and unsupported by research	language is sub-par for university, riddled with grammatical and spelling errors analysis is difficult to follow and lacks any sense of flow	the paper does not follow a scholarly format



**SPECIAL INSTRUCTIONS**

It is the expectation that students enrolled in CGS 3516F will submit electronic copies of assignments via Owl. Make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can be requested, but please make requests well in advance of the due date. Longer extensions being requested for emergency or medical reasons must be approved through academic advising. Be aware that I have the following policy on late assignments: any assignment receiving an extension or handed in late will be given less feedback and the grade may not be returned before submission of final grades.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me or without academic accommodation will be *penalized 5% for every 24-hour period* past the assignment deadline.

Please note that I adhere to a “24/7 rule” for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned.

**CLASS SCHEDULE**

\* **Tasks** are suggested tasks that you should be completing during each week. I have outlined suggested steps for the assignments. I recognize that everyone works at a different pace and course work can pile up as the term moves forward. Staying ahead of assignments and readings is recommended and following (to some degree) the outlined tasks will avoid last minute assignment writing.

**Week 1 (Sept 12) – Course Intro**

<b>Tasks</b>	<b>Read through the entire course outline</b>
	<b>Choose Development Economist book for Critical Reading assignment (hopefully you have already done this and ordered the book). If so, begin to read the book.</b>
	<b>Post Forum 1 – Introduction</b>
<b>Readings</b>	Smith, Noah. 2015. “Most of What You Learned in Econ101 Is Wrong”. Bloomberg, 24 November. <a href="https://www.bloomberg.com/view/articles/2015-11-24/most-of-what-you-learned-in-econ-101-is-wrong">https://www.bloomberg.com/view/articles/2015-11-24/most-of-what-you-learned-in-econ-101-is-wrong</a>
	De Janvry, Alain and Elisabeth Sadoulet. 2014. “Sixty Years of Development Economics: What Have we Learned for Economic Development?” <i>Revue d'économie du développement</i> 28, 9-19. <a href="https://www.cairn.info/revue-d-economie-du-developpement-2014-HS01-page-9.htm">https://www.cairn.info/revue-d-economie-du-developpement-2014-HS01-page-9.htm</a>

**Week 2 (Sept 19) – Introducing Economic Development**

<b>Tasks</b>	<b>You should have chosen and begun to read your development economist book for the Critical Reading of Development Economist assignment.</b>
<b>Readings</b>	Thirlwall, A.P. and Penelope Pacheco-Lopez. <i>Economics of Development</i> Pages 3-24
	Smith, Noah. 2015. “Most of What You Learned in Econ101 Is Wrong”. Bloomberg, 24 November. <a href="https://www.bloomberg.com/view/articles/2015-11-24/most-of-what-you-learned-in-econ-101-is-wrong">https://www.bloomberg.com/view/articles/2015-11-24/most-of-what-you-learned-in-econ-101-is-wrong</a>

**Week 3 (Sept 26) – Defining Development: A Review**

<b>Tasks</b>	<b>Continue reading Development Economist book of choice</b>
	<b>Look at Sustainable Development Goals (available here <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>) and begin to think about which goal you will choose for your SDG proposal and final assignment.</b>
	<b>Post Forum 2 – Defining Development</b>
<b>Readings</b>	Barder, Owen. 2012. What is Development? <a href="http://www.cgdev.org/blog/what-development">http://www.cgdev.org/blog/what-development</a>
	Esteva, Gustavo. 1992. “Development” in <i>The Development Dictionary: A Guide to Knowledge as Power</i> . ed. Wolfgang Sachs. London: Zed Books. <b>Available online for free through the Huron Library system (search for the book <i>The Development Dictionary</i>)</b>

**Week 4 (Oct 3) – SDG Workshop**

<b>Tasks</b>	<b>These lectures will be dedicated to the SDG final project and, more specifically, the final project proposal due at the end of the week. Time will be taken in class to go over the assignment and answer any questions. It is HIGHLY suggested that students attend these classes and even come prepared with work they have completed to date.</b>
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**October 10 – Thanksgiving Holiday No Class**

**Sustainable Development Goal Project Proposal due Friday, Oct 14**

**Week 5 (Oct 17) – Measuring Poverty and Inequality**

<b>Tasks</b>	<b>You should have chosen your specific SDG and reviewed in detail how this SDG is being measured (see link above in Week 3)</b>
	<b>Begin to search for articles, books, or reports on your chosen SDG. At this point, these can be academic or non-academic.</b>
	<b>Begin to write Critical Analysis of Development Economist (if you are on track to hand in on the suggested due date)</b>
	<b>Post Forum 3 – Measuring Poverty</b>
<b>Readings</b>	Thirlwall, A.P. and Penelope Pacheco-Lopez. <i>Economics of Development</i> Pages 26-58
	Rahnema, Majid. 1992. “Poverty” in <i>The Development Dictionary: A Guide to Knowledge as Power</i> . ed. Wolfgang Sachs. Zed Books: London. <b>Available online for free through the Huron Library system (search for the book <i>The</i></b>



	<i>Development Dictionary</i>
	Hickel, J. (2016). “The True Extent of Global Poverty and Hunger: Questioning the Good News Narrative of the Millennium Development Goals.” <i>Third World Quarterly</i> 37 (5): 749-767.

**Week 6 (Oct 24) – Classical Theoretical Perspectives**

<b>Tasks</b>	<b>Begin to write SDG Project Proposal – Time will be taken in one (or both) of these classes to discuss the assignment in greater detail and answer any questions</b>
	<b>Continue working on Critical Analysis of Development Economist (if you are on track to hand in on the suggested due date)</b>
	<b>Post Forum 4 – Classical Theoretical Perspectives</b>
<b>Readings</b>	Thirlwall, A.P. and Penelope Pacheco-Lopez. <i>Economics of Development</i> Pages 93-137

**October 31 – November 4 – Reading Week**

**Week 7 (Nov 7) – Contemporary Theoretical Perspectives**

<b>Tasks</b>	<b>Critical Reading of Development Economist (Suggested due date Friday, Oct 28) 30%</b> Time will be taken in class this week to address any questions and provide further details and expectations about the assignment.
	<b>Post Forum 5 – Contemporary Theoretical Perspectives</b>
<b>Readings</b>	Thirlwall, A.P. and Penelope Pacheco-Lopez. <i>Economics of Development</i> Pages 283-305

**Week 8 (Nov 14) – Issues in Economic Development I – Agriculture and Labour**

<b>Readings</b>	Thirlwall, A.P. and Penelope Pacheco-Lopez. <i>Economics of Development</i> Pages 141-183
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**Week 9 (Nov 21) – Issues in Economic Development II – The Role of Institutions and the State**

<b>Tasks</b>	<b>Post Forum 6 – Issues in Economic Development</b>
<b>Readings</b>	Thirlwall, A.P. and Penelope Pacheco-Lopez. <i>Economics of Development</i> Pages 243-280
	Thirlwall, A.P. and Penelope Pacheco-Lopez. <i>Economics of Development</i> Pages 415-472.

**Week 10 (Nov 28) – SDG Workshop**

<b>Tasks</b>	<b>Post Forum 8 – Final Thoughts</b>
	This class will be dedicated to reviewing the final SDG assignment.
	<b>Last day to hand in <i>Critical Reading of Development Economist</i> Dec 5 by 11:55pm on Owl</b>
<b>Readings</b>	No readings. Presentations in class

**Week 11 (Dec 5) – Critiques of the Dominant Paradigms of Development Economics**

<b>Tasks</b>	<p><b>Post Forum 7 – Critical Perspectives</b></p> <p><b>Final SDG Assignment Due Friday, Dec 2</b></p>
<p><b>Readings</b> All the readings are available online using the Western Library</p>	<p><b>Chapter 3 from</b> Escobar, Arturo. 2011. <i>Encountering Development: The Making and Unmaking of the Third World</i>. Princeton: Princeton University Press <b>(can be accessed for free online through the Western Library system)</b></p>
	<p>Fine, Ben. 2002. “Economics Imperialism and the New Development Economics as Kuhnian Paradigm Shift?” <i>World Development</i>, 30(12), 2057-2070.</p>
	<p>Collier, Paul. 2015. “Development Economics in Retrospect and Prospect.” <i>Oxford Review of Economic Policy</i>, 31(2), 242-25.</p>

## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022**

### **Pandemic Contingency**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade:  
Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the

medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic_calendar/) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](https://www.uwo.ca/academic_calendar/academic_consideration_medical.pdf). Consult **Huron Academic Advising** at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website,



<https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:  
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>  
Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>  
Academic Support & Engagement: <http://academicssupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)